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FOREIGN LANGUAGE PLACEMENT, AUTUMN QUARTER, 1967.

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THIS REPORT, BASED ON TESTS GIVEN TO HIGH SCHOOL SENIORS IN THE SPRING, 1967, DESCRIBES THE SLIGHT CHANGES MADE IN TESTING PROCEDURES AND GIVES TEST AND PLACEMENT RESULTS FOR 2,646 STUDENTS IN FRENCH, GERMAN, SPANISH, AND LATIN. TENTATIVE PLACEMENT IN FRENCH, GERMAN, AND SPANISH WAS BASED ON SCORES OBTAINED ON MODERN LANGUAGE ASSOCIATION READING AND LISTENING COMPREHENSION TESTS, AND ADJUSTMENT TO FINAL PLACEMENT MADE BY MEANS OF DEPARTMENTAL GRAMMAR TESTS. FOR GERMAN, THIS ADJUSTMENT RESULTED IN A HIGH PERCENTAGE OF STUDENTS BEING SET BACK ONE COURSE. FOR LATIN STUDENTS THE COLLEGE ENTRANCE EXAMINATION BOARD TEST WAS REPLACED BY THE EDUCATIONAL TESTING SERVICE TEST. ALL THE TEST RESULTS ARE PRESENTED IN 25 TABLES GIVING PERCENTILE NORMS, MEANS, STANDARD DEVIATIONS, AND TENTATIVE AND FINAL COURSE PLACEMENTS ARRANGED ACCORDING TO THE NUMBER OF YEARS OF HIGH SCHOOL STUDY AND THE LENGTH OF TIME SINCE HIGH SCHOOL STUDY. SEE FL 000 721 FOR A COMPANION DOCUMENT. (RW)

Bureau of Testing
University of Washington

December 1967

Foreign Language Placement, Autumn Quarter, 1967

Gary Beanblossom

During Autumn Quarter 1967 In-Person Registration 2,650 students were tested in French (934), Spanish (795), German (517), Latin (400), and Italian (4). The methods of placing students in University courses were essentially those used the previous year. A major change involved the elimination of non-credit placements; all students now receive credit for all courses, irrespective of high school preparation. In certain instances students placing sufficiently high in the sequence of courses are given credit for lower level courses.

During the spring of 1967 a total of 2,862 high school seniors were tested in French, Spanish, German, and Latin. Of these, 908 subsequently entered the University in the fall. Students having three or more years of high school language study were administered the MB version of the MIA reading and listening tests in French, Spanish, and German. Those with less than three years of language study were administered the LB version. For the first time Latin students were tested with the ETS Cooperative Test; tests measuring reading comprehension, vocabulary, and grammar were given. Like the other languages, advanced students took the MB form and intermediates the LB form. A new Departmental German Grammar Test was used and the Departmental French Grammar Test was reduced in length by means of an item analysis in an effort to shorten testing time.

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Since different forms of the MLA were utilized in the spring testing, converted scores, which provide a means of equating scores on the two forms, were reported to advisors. Form L was used exclusively in quarter testing. It should be emphasized that, for the most part, data reported here pertain only to the quarter testing population. Students tested during the spring, who entered the University in the fall, are a decidedly superior group as reflected in their more extensive high school preparation. Spring students were also less likely to have experienced a delay in their language studies; a large proportion, in fact, were taking a language course when the placement tests were given.

A brief description of placement procedures for each language follows:

I. French

Three tests are involved in French placement. A tentative placement is determined by performances on the MLA reading and listening tests. This is converted to a final placement by interpretation of the results of the departmental grammar test.

The reading and listening raw score intervals established for 1966-67 were translated into converted score intervals in order to place students who participated in the spring testing and took the MB form. The grammar test was reduced from 200 items to 116 items and testing time shortened to 35 minutes. Efforts were made to establish cutting points appropriate to the shortened form through the use of percentile comparisons. Tentative placements can be adjusted in either direction through an evaluation of the grammar score, i.e., high grammar achievements result in higher final placements and low grammar achievements result in lower final placements. In a large percentage of cases the tentative and final placements were one and the same. These rules are shown in Table 18.

II. German

German placement also involves a two-stage process. The MLA reading and listening tests are used to determine tentative placements. These placements are then adjusted by reference to scores on the departmental grammar test. As with French, reading and listening raw score intervals established for 1966-67 were translated into converted scores in order to place students participating in spring testing who took the MB form.

The German department constructed a new grammar test with two forms, L and M, consisting of 60 multiple-choice items with a time limit of 20 minutes. Each item consists of a German sentence containing a blank. The student must select the word or phrase below the sentence which completes the item most sensibly and correctly. Both forms were pretested on students enrolled in German courses during the past academic year and converted scores for each form were established through the use of regression techniques. The M form was used during fall quarter testing, though the L form currently is being used.

Grammar scores were used either to reaffirm tentative placements or to lower them by one course. The cutting scores for making these decisions were arrived at through performances of students enrolled in German courses during Spring Quarter 1967. However, this resulted in a very high percentage of students being dropped back one course from their tentative placements, particularly from 102 to 101. In certain cases the German department used its own discretion in moving students forward who obviously were placed too low. Additional testing of students in German courses may be necessary to evaluate more appropriate cutting scores for the grammar test.

III. Latin

The ETS Cooperative Latin Test, Form L, replaced the CEEB, Form KPL1, which had been given since 1963. The present test consists of three separately

timed and scored parts measuring skills in reading, vocabulary, and grammar. The raw score for each part can be translated into a converted score by means of tables supplied by the test publisher. There is also a total converted score. Statistical data have been tabulated for all four converted scores, but only the total converted score is used in placement (see Table 25).

A brief description of the three sections of the Cooperative Latin Test follows:

The reading section is made up of 25 items with 15 minutes working time provided. The subject is asked to select a word or phrase from among five alternatives which best completes a Latin sentence so that it makes a reasonable statement or, in some instances, gives a reasonable answer to a Latin question. Several items require a Latin passage to be read prior to selecting the alternative which correctly completes the statement.

The vocabulary section is 50 items long with ten minutes allowed for completion. The examinee is presented a Latin word or phrase with which he must match an English word or phrase from a set of five choices.

The grammar section consists of a series of English sentences followed by incomplete Latin translations. The examinee is required to complete the Latin sentences by choosing the correct word or phrase from among five possibilities listed below the sentence. This section contains 31 items and is timed for 15 minutes.

IV. Spanish

No changes were made in Spanish placement from the previous year, except that, like the other MIA tests, reading and listening raw score intervals were changed to converted score intervals to facilitate placement of students taking the MB form who were tested in the spring. Spanish placement is solely determined by reading and listening test scores.

V. Explanation of the Tables

Testing results are summarized in the following 25 tables. Tables 1 through 12 contain percentile data for all tests administered in French, Spanish, German, and Latin. These statistics pertain only to students participating in quarter testing. The normative data are categorized in terms of number of years of high school study and length of time since last high school study. The tables not only provide comparisons of achievement for students possessing varying degrees of high school language study as well as comparisons of achievement measured by the length of the delay since the previous period of formal instruction, but comparisons of various combinations of the factors as well.

The numbers in the body of each table represent scores corresponding to various percentiles located at the extreme left and right hand margins of the table. The percentile indicates the percentage of individuals with scores equal to or lower than a specified score in the body of the table. Below each column in the table is a box containing a number. These numbers are frequencies rather than score values, with each number corresponding to the number of students categorized in the column directly above the box. Since the data were computed for all categories in which as few as 30 observations were available, one should be cautious in interpreting some of the results. Extreme percentile scores are especially likely to be subject to distortion. Hence those results which appear wholly inconsistent with the remaining data are primarily a function of the limited number of observations in certain categories.

Tables 13 through 16 present means and standard deviations for the 12 test scores and are similarly categorized in terms of number of years of

high school study and length of delay. Toward the bottom of each table certain miscellaneous categories are included such as individuals with an odd number of high school semesters of foreign language study, those with some college study in a foreign language, as well as those without previous formal instruction in the foreign language in which they were tested. These residual groups were not included in the normative data nor in the subsequent tables describing the actual placement.

Table 17 is comprised of four blocks of 49 cells. Each block corresponds to a specified number of years of high school study in French. Each cell denotes a combination of interval scores on the French reading and listening tests and is lettered. The letter for a given cell is the tentative placement category that this particular combination of reading and listening scores yields. Each cell also has a pair of numbers. The number located in the left half of each cell represents the number of students (obtaining that combination of interval scores) who have had some high school foreign language instruction within the past year. The number in the right half refers to the total number having no high school foreign language instruction within the past year.

Table 18 cross-classifies the lettered tentative placement categories with grammar score intervals to obtain the final course placements found in each cell. Students having various lengths of delay falling in each of the cells are shown as before in Table 17. Tables 20 and 21 categorize the tentative and actual placements, respectively, of German examinees in much the same way as Tables 17 and 18 do for French. Here, however, tentative placement is denoted by the course number rather than a lettered category. Spanish placement data are found in Table 19.

Tables 22, 23, and 24 tabulate the percentages of students assigned to each course for French, Spanish, and German, broken down by years of high school study and length of delay. These three tables also include spring data, unlike the other 22 tables. Table 25 displays Latin placement which was devised by the Classics department. N's and percentages for each placement category are shown for the quarter testing population.

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Table 1

Percentile norms comparing converted scores on the French Reading Test (MLA Form LB) for examinees tested during quarter testing, Autumn 1967, categorized by the number of years of high school French and length of time since last high school study in French

Per- cen- tile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Per- cen- tile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	Four	*One	Two	Three	Four	
99	172	179	179	180	169	169	179	180	177	177	177	180	99
95	166	175	175	179	163	163	173	178	177	177	177	180	95
90	161	173	173	178	157	157	171	177	167	167	175	179	90
85	157	171	171	178	154	154	170	176	164	164	173	178	85
80	154	169	169	177	152	152	167	175	162	162	172	178	80
75	152	168	168	176	151	151	165	175	161	161	171	177	75
70	151	166	166	175	148	148	164	173	159	159	171	177	70
65	148	165	165	175	147	147	163	172	157	157	169	175	65
60	147	164	164	173	146	146	162	172	157	157	169	175	60
55	146	163	163	172	145	145	161	171	155	155	168	173	55
50	146	161	161	171	145	145	158	170	153	153	168	172	50
45	145	160	160	170	144	144	156	169	148	148	167	172	45
40	144	158	158	170	143	143	154	168	147	147	166	171	40
35	143	155	155	169	143	143	153	167	147	147	166	170	35
30	142	153	153	167	142	142	152	166	146	146	164	169	30
25	142	153	153	166	141	141	149	164	145	145	164	167	25
20	141	149	149	165	141	141	148	160	143	143	161	167	20
15	140	148	148	163	140	140	147	159	143	143	158	165	15
10	139	146	146	159	139	139	145	155	141	141	157	163	10
5	137	144	144	152	137	137	144	147	139	139	155	153	5
1	135	141	141	143	133	133	139	143	137	137	154	137	1
				405	209	112	164	52	79	45	60		

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 2

Percentile norms comparing converted scores on the French Listening Test (MLA, Form LB) for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school French and length of time since last high school study in French

Per- cen- tile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Per- cen- tile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	Four	*One	Two	Three	Four	
99		167	178	181		166	181	181		181	178	183	99
95		163	175	179		160	172	175		167	178	181	95
90		159	171	177		157	167	173		163	176	179	90
85		156	167	175		155	165	173		161	175	177	85
80		155	166	173		154	164	171		159	173	176	80
75		154	164	173		153	163	169		159	170	175	75
70		153	163	171		151	161	167		156	169	173	70
65		151	163	170		150	161	167		155	166	172	65
60		150	161	169		150	159	165		154	165	171	60
55		150	160	169		149	159	165		153	164	170	55
50		149	159	167		148	156	165		151	164	169	50
45		148	157	166		147	155	164		151	164	169	45
40		147	155	165		147	154	161		151	163	169	40
35		145	155	165		145	154	160		150	163	167	35
30		145	154	163		144	153	159		149	161	166	30
25		144	151	160		144	151	157		148	157	165	25
20		143	150	159		143	150	157		145	155	164	20
15		142	150	157		142	149	156		145	154	160	15
10		142	148	156		141	147	155		143	151	157	10
5		139	145	150		139	144	149		142	150	151	5
1		137	142	147		136	142	141		138	148	147	1
	405	209	112		326	164	152		79	45		60	

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 3

Percentile norms comparing raw scores on the French Departmental Grammar Test (116 items) for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school French and length of time since last high school study in French

Per- cen- tile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Per- cen- tile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	Four	*One	Two	Three	Four	
99	88		98	111	84	97		111	96			111	99
95	80		92	101	76	89		96	88		96	102	95
90	74		89	96	73	86		95	84		95	101	90
85	73		86	95	71	83		91	80		91	96	85
80	71		83	91	69	80		87	76		89	91	80
75	69		80	90	68	77		84	74		88	91	75
70	68		77	88	67	75		83	73		87	90	70
65	67		75	87	66	74		82	71		86	90	65
60	66		74	85	65	73		79	70		81	89	60
55	65		73	83	64	71		78	69		80	87	55
50	64		72	82	64	70		77	68		77	86	50
45	64		71	80	62	69		75	68		75	84	45
40	62		69	78	61	68		74	67		74	82	40
35	61		68	77	60	67		73	66		73	81	35
30	60		67	76	60	66		72	65		72	80	30
25	60		66	74	59	65		70	64		72	79	25
20	58		64	73	57	63		68	62		70	77	20
15	56		63	70	56	61		67	60		67	76	15
10	54		60	68	53	59		61	59		64	72	10
5	51		56	60	50	56		60	54		60	54	5
1	27		38	31	21	18		57	47		53	10	1

*Percentile norms were not computed for categories containing fewer than 30 cases

Table 4

Percentile norms comparing converted scores on the Spanish Reading Test (MLA, Form LB) for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Spanish and length of time since last high school study in Spanish

Per- cen- tile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Per- cen- tile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	Four	*One	Two	Three	Four	
99		176	185	185		173	183	184		183	185	185	99
95		161	179	184		160	179	182		174	179	184	95
90		158	176	182		158	175	182		171	178	183	90
85		156	174	182		155	172	179		163	178	182	85
80		153	168	179		153	167	177		160	176	182	80
75		152	166	179		152	165	176		156	168	179	75
70		151	165	177		151	163	175		152	168	179	70
65		150	163	176		150	161	174		151	168	179	65
60		149	160	175		149	160	174		149	165	178	60
55		148	159	175		148	158	173		149	165	177	55
50		147	158	174		147	157	172		148	163	175	50
45		147	156	173		147	156	171		147	158	175	45
40		145	156	172		145	155	167		147	158	175	40
35		144	153	168		144	153	166		145	156	172	35
30		144	152	166		144	152	166		145	153	169	30
25		143	151	166		143	151	159		143	151	167	25
20		142	150	160		142	150	153		143	150	165	20
15		141	149	157		141	149	152		142	148	163	15
10		140	148	152		140	148	152		142	148	158	10
5		137	145	151		137	144	145		140	147	157	5
1		132	141	139		132	141	139		137	142	150	1
	380	165	90		334	132	42		146	33	48		

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 5

Percentile norms comparing converted scores on the Spanish Listening Test (MLA, Form LB) for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Spanish and length of time since last high school study in Spanish

Per- cen- tile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Per- cen- tile				
	Years of high school study				Years of high school study				Years of high school study					Years of high school study			
	*One	Two	Three	Four	*One	Two	Three	Four	*One	Two	Three	Four		*One	Two	Three	Four
99		179	185	187		178	185	187		179	185	187		179	185	187	99
95		161	177	185		160	177	185		175	183	185		175	183	185	95
90		157	172	185		157	171	178		164	175	185		164	175	185	90
85		154	169	181		153	168	175		161	173	182		161	173	182	85
80		151	165	179		151	165	173		159	168	181		159	168	181	80
75		150	164	177		150	164	173		155	164	181		155	164	181	75
70		149	163	173		149	163	172		155	164	179		155	164	179	70
65		149	160	173		147	159	171		151	161	177		151	161	177	65
60		147	159	171		146	159	169		150	160	175		150	160	175	60
55		146	157	171		146	155	169		149	160	172		149	160	172	55
50		145	155	169		145	154	167		147	159	171		147	159	171	50
45		145	154	168		145	154	164		147	154	171		147	154	171	45
40		143	153	165		143	151	163		146	154	168		146	154	168	40
35		143	151	163		143	151	160		146	151	165		146	151	165	35
30		141	150	161		141	150	159		145	151	161		145	151	161	30
25		141	150	160		141	150	154		143	150	161		143	150	161	25
20		140	149	157		140	149	150		141	149	160		141	149	160	20
15		139	147	154		139	147	147		141	147	159		141	147	159	15
10		139	145	149		137	145	146		139	147	154		139	147	154	10
5		136	141	145		136	141	137		139	140	153		139	140	153	5
1		133	137	135		133	139	133		136	137	145		136	137	145	1
	380	165	90		334	132	42		46	33	48						

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 6

Percentile norms comparing converted scores on the German Reading Test (MLA, Form LB) for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school German and length of time since last high school study in German

Per- cen- tile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Per- cen- tile
	Years of high school study				Years of high school study				Years of high school study				
	One	Two	Three	#Four	*One	Two	Three	#Four	*One	Two	Three	#Four	
99	181	183	178	.	183	185	.	.	185	178	.	.	99
95	178	167	176	.	164	175	.	.	171	177	.	.	95
90	167	163	174	.	158	173	.	.	165	176	.	.	90
85	166	159	173	.	156	170	.	.	164	175	.	.	85
80	153	157	170	.	154	168	.	.	163	173	.	.	80
75	153	155	170	.	151	168	.	.	161	171	.	.	75
70	151	153	168	.	149	166	.	.	159	170	.	.	70
65	151	151	166	.	149	165	.	.	157	168	.	.	65
60	150	149	165	.	148	163	.	.	156	168	.	.	60
55	149	149	163	.	148	160	.	.	154	167	.	.	55
50	148	148	163	.	147	156	.	.	151	165	.	.	50
45	147	148	159	.	146	156	.	.	150	163	.	.	45
40	146	146	157	.	145	154	.	.	149	163	.	.	40
35	146	146	156	.	145	151	.	.	148	161	.	.	35
30	145	145	155	.	144	151	.	.	148	158	.	.	30
25	143	144	151	.	143	149	.	.	147	157	.	.	25
20	141	143	150	.	141	148	.	.	146	157	.	.	20
15	140	141	148	.	140	147	.	.	145	156	.	.	15
10	139	140	147	.	139	146	.	.	143	151	.	.	10
5	133	138	143	.	138	136	.	.	139	148	.	.	5
1	129	134	134	.	131	128	.	.	134	140	.	.	1
	[35]	[282]	[111]		[194]	[65]			[88]	[46]			

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 7

Percentile norms comparing converted scores on the German Listening Test (MLA, Form LB) for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school German and length of time since last high school study in German

Per- cen- tile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Per- cen- tile
	Years of high school study				Years of high school study				Years of high school study				
	One	Two	Three	*Four	*One	Two	Three	*Four	*One	Two	Three	*Four	
99	175	176	175		176	176	175			176	173		99
95	172	167	172		161	161	170			170	172		95
90	168	161	169		156	156	169			167	171		90
85	158	158	168		153	153	167			163	169		85
80	155	155	167		150	150	166			162	168		80
75	153	152	166		149	149	165			159	167		75
70	148	150	165		148	148	163			158	166		70
65	148	149	163		147	147	161			156	165		65
60	146	148	161		147	147	158			153	163		60
55	146	147	160		146	146	156			152	163		55
50	146	147	158		145	145	155			150	162		50
45	143	146	156		145	145	153			150	161		45
40	141	145	155		143	143	151			149	159		40
35	141	143	153		142	142	150			147	157		35
30	141	142	151		141	141	149			146	156		30
25	139	141	150		140	140	147			145	155		25
20	139	141	148		140	140	146			145	155		20
15	139	140	147		139	139	145			143	151		15
10	138	138	145		138	138	141			141	150		10
5	136	137	141		137	137	141			140	146		5
1	135	135	137		134	134	129			135	143		1
	[35]	[282]	[111]		[194]	[65]	[88]			[46]			

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 8

Percentile norms comparing converted scores on the German Departmental Grammar Test (Form MC) for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school German and length of time since last high school study in German

Per- cen- tile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Per- cen- tile
	Years of high school study		Years of high school study		Years of high school study		Years of high school study		Years of high school study		Years of high school study		
	One	Two	Three	*Four	*One	Two	Three	*Four	*One	Two	Three	*Four	
99	88	83	101	-	-	83	105	-	-	103	101	-	99
95	53	53	77	-	-	48	68	-	-	59	86	-	95
90	53	46	66	-	-	44	64	-	-	52	77	-	90
85	48	44	63	-	-	41	61	-	-	48	68	-	85
80	39	42	59	-	-	39	55	-	-	46	63	-	80
75	37	41	53	-	-	37	50	-	-	44	57	-	75

70	35	39	52	-	-	35	48	-	-	42	53	-	70
65	33	37	50	-	-	35	46	-	-	42	52	-	65
60	32	35	48	-	-	33	42	-	-	39	52	-	60
55	30	33	46	-	-	33	41	-	-	39	52	-	55
50	30	33	42	-	-	32	41	-	-	37	50	-	50

45	28	32	41	-	-	30	41	-	-	33	48	-	45
40	26	30	41	-	-	30	37	-	-	33	44	-	40
35	26	30	39	-	-	28	35	-	-	32	42	-	35
30	24	28	37	-	-	28	33	-	-	30	39	-	30
25	22	28	33	-	-	26	32	-	-	28	39	-	25

20	21	26	32	-	-	26	28	-	-	28	37	-	20
15	21	24	28	-	-	24	26	-	-	26	32	-	15
10	13	22	26	-	-	22	22	-	-	22	28	-	10
5	11	19	22	-	-	17	19	-	-	19	28	-	5
1	8	10	17	-	-	6	6	-	-	11	26	-	1

[35] [282] [111] [194] [65] [88] [46]

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 9

Percentile norms comparing converted scores on the ETS Cooperative Latin Test (Part I, Reading), Form I, for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Latin and length of time since last high school study in Latin

Per- cen- tile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Per- cen- tile
	Years of high school study				Years of high school study				Years of high school study				
	#One	Two	Three	Four	#One	Two	Three	#Four	#One	#Two	#Three	Four	
99	75	85	79	79	69	85	79	79	79	79	79	79	99
95	60	79	75	75	60	72	69	69	75	75	72	66	95
90	57	72	75	75	55	66	66	66	72	72	66	66	90
85	54	66	72	72	54	66	66	66	72	72	66	66	85
80	53	66	72	72	53	66	66	66	72	72	66	66	80
75	52	66	69	69	52	63	63	63	66	66	66	66	75
70	52	60	63	63	51	60	60	60	63	63	63	63	70
65	51	60	63	63	49	57	55	55	63	63	63	60	65
60	49	57	63	63	49	55	55	55	60	60	60	60	60
55	49	55	60	60	49	54	54	54	57	57	57	57	55
50	49	54	60	60	48	54	54	54	57	57	57	57	50
45	48	53	57	57	48	53	53	53	55	55	55	55	45
40	47	52	55	55	47	51	51	51	55	55	55	55	40
35	47	51	54	54	47	51	51	51	54	54	54	54	35
30	45	49	54	54	45	49	49	49	54	54	54	54	30
25	45	48	53	53	42	48	48	48	53	53	53	53	25
20	42	48	53	53	42	48	48	48	53	53	53	53	20
15	39	47	51	51	36	47	47	47	51	51	51	51	15
10	36	47	51	51	36	47	47	47	51	51	51	51	10
5	34	42	47	47	34	45	45	45	47	47	47	47	5
1	30	36	36	36	30	36	36	36	36	36	36	36	1
[248]				[79]	[50]	[220]	[66]	[40]					

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 10

Percentile norms comparing converted scores on the ETS Cooperative Latin Test (Part II, Vocabulary), Form I, for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Latin and length of time since last high school study in Latin

Per- cen- tile	All Examinees				Examinees with delay of one year or more				Examinees with a delay of less than one year				Per- cen- tile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	*Four	*One	*Two	*Three	Four	
99		67	87	82		65	79	--				82	99
95		61	70	77		60	67					77	95
90		58	65	67		57	65					65	90
85		56	61	65		55	61					65	85
80		54	60	65		53	61					64	80
75		52	60	62		51	60					62	75

70		51	58	61		51	58					61	70
65		50	58	61		50	57					60	65
60		49	56	60		49	56					60	60
55		49	55	60		49	55					60	55
50		48	55	59		48	55					59	50

45		48	54	59		47	54					57	45
40		47	53	57		47	53					57	40
35		46	51	55		46	52					55	35
30		45	50	53		45	50					54	30
25		45	50	52		44	49					52	25

20		43	49	51		43	49					51	20
15		42	48	50		42	47					50	15
10		40	46	49		40	46					49	10
5		38	44	46		38	44					46	5
1		32	38	45		32	38					45	1

[40]

[66]

[220]

[50]

[79]

[248]

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 11

Percentile norms comparing converted scores on the ETS Cooperative Latin Test (Part III, Grammar), Form I, for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Latin and length of time since last high school study in Latin

Per- cen- tile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Per- cen- tile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	*Four	*One	*Two	*Three	Four	
99		63	83	87		59	72					87	99
95		55	63	70		54	62					70	95
90		54	60	64		52	60					66	90
85		52	59	63		52	59					63	85
80		52	57	62		51	56					62	80
75		51	55	62		49	54					62	75

70		49	54	60		49	54					60	70
65		48	54	59		47	53					60	65
60		47	52	58		47	52					59	60
55		46	52	58		46	51					58	55
50		45	51	55		45	51					55	50

45		45	51	54		45	49					53	45
40		43	48	52		43	48					52	40
35		43	47	52		43	47					52	35
30		40	47	51		40	47					51	30
25		37	46	49		37	46					49	25

20		37	46	48		37	46					49	20
15		37	45	46		37	43					46	15
10		37	43	45		37	43					46	10
5		37	37	43		37	37					45	5
1		37	37	43		37	37					43	1

[40]

[66]

[220]

[50]

[79]

[248]

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 12

Percentile norms comparing converted scores on the ETS Cooperative Latin Test (Total Score), Form L, for examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Latin and length of time since last high school study in Latin

Per- cen- tile	All Examinees				Examinees with a delay of one year or more				Examinees with a delay of less than one year				Per- cen- tile
	Years of high school study				Years of high school study				Years of high school study				
	*One	Two	Three	Four	*One	Two	Three	*Four	*One	*Two	*Three	Four	
99	68	68	88	82		68	73					82	99
95	61	71	71	78		59	71					78	95
90	57	67	67	72		55	67					73	90
85	54	65	65	69		53	65					69	85
80	52	62	62	68		51	61					69	80
75	51	60	60	66		50	60					66	75
70	50	58	58	66		49	58					66	70
65	49	57	57	64		48	57					63	65
60	48	55	55	62		47	55					62	60
55	47	54	54	61		47	54					61	55
50	46	54	54	59		46	54					59	50
45	46	53	53	57		45	52					57	45
40	44	52	52	56		44	52					56	40
35	43	51	51	55		43	51					55	35
30	42	51	51	54		42	51					54	30
25	42	49	49	53		42	49					53	25
20	41	48	48	52		40	48					52	20
15	39	47	47	52		39	46					52	15
10	38	46	46	49		38	44					49	10
5	37	41	41	47		36	41					47	5
1	33	37	37	41		33	37					41	1
<hr/>													
				[248]					[79]				
				[50]					[220]				
				[66]					[40]				

*Percentile norms were not computed for categories containing fewer than 30 cases.

Table 13

Means, standard deviations, and group sizes of French foreign language examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school French and length of time since last high school study in French (N=934)*

	N	MLA, Form LB French Reading		MLA, Form LB French Listening		Departmental French Grammar	
		Mean	S.D.	Mean	S.D.	Mean	S.D.
One year high school:							
Total group	29	151.4	8.9	150.9	9.2	69.0	10.9
Delay of one year or more	21	148.0	8.7	147.9	7.0	67.1	11.7
Delay of less than one year	8	--	--	--	--	--	--
Two years high school:							
Total group	405	147.4	3.8	149.3	6.9	64.1	10.2
Delay of one year or more	326	146.1	8.0	148.6	6.5	62.9	9.9
Delay of less than one year	79	153.5	10.0	153.2	8.1	69.3	9.5
Three years high school:							
Total group	209	160.1	10.5	158.8	8.6	72.5	12.5
Delay of one year or more	164	158.3	9.9	156.7	7.2	70.7	12.1
Delay of less than one year	45	166.8	6.2	164.3	8.4	78.8	11.9
Four years high school:							
Total group	112	169.3	8.5	166.3	8.9	81.1	14.2
Delay of one year or more	52	167.7	8.7	163.8	8.0	77.6	11.4
Delay of less than one year	60	170.7	8.1	169.5	8.1	84.1	15.7
Other categories:							
1 semester high school	16	153.9	13.2	151.8	13.3	58.8	20.8
3 semesters high school	26	147.2	7.9	150.0	7.6	62.0	15.7
5 semesters high school	58	154.2	10.2	154.5	8.6	67.8	12.0
7 semesters high school	36	166.3	9.7	165.2	8.6	78.8	11.9
Some college	38	165.9	9.4	163.7	9.5	81.4	10.5
No previous schooling	5	--	--	--	--	--	--

Note: Statistical data were not computed for categories containing fewer than 10 cases.

*Scores on reading and listening are converted; scores on grammar are raw.

Table 14

Means, standard deviations, and group sizes of Spanish foreign language examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Spanish and length of time since last high school study in Spanish (N=795)*

	N	MLA Form LB Spanish Reading		MLA Form LB Spanish Listening	
		Mean	S.D.	Mean	S.D.
One year high school:					
Total group	29	148.9	8.8	145.9	10.5
Delay of one year or more	23	148.4	8.4	145.3	9.4
Delay of less than one year	6	--	--	--	--
Two years high school:					
Total group	380	148.5	8.2	146.6	8.4
Delay of one year or more	334	148.2	7.8	146.2	7.9
Delay of less than one year	46	151.0	10.0	150.4	10.3
Three years high school:					
Total group	165	159.4	10.8	157.2	10.7
Delay of one year or more	132	158.8	10.1	156.6	10.5
Delay of less than one year	33	162.4	11.8	159.1	11.3
Four years high school:					
Total group	90	171.2	11.0	167.4	12.9
Delay of one year or more	42	167.5	11.3	163.7	12.9
Delay of less than one year	48	173.6	9.0	170.2	10.8
Other categories:					
1 semester high school	20	149.5	11.0	146.0	13.0
3 semesters high school	15	150.9	8.1	149.2	9.7
5 semesters high school	46	152.2	9.3	150.4	9.0
7 semesters high school	19	165.1	11.1	162.4	11.8
Some college	18	166.4	13.4	162.2	15.2
No previous schooling	13	162.2	14.8	159.2	18.6

Note: Statistical data were not computed for categories containing fewer than 10 cases.

*Both scores are converted.

Table 15

Means, standard deviations, and group sizes of German foreign language examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school German and length of time since last high school study in German (N=517)*

	N	MLA, Form LB German Reading		MLA, Form LB German Listening		Departmental, Form MC German Grammar	
		Mean	S.D.	Mean	S.D.	Mean	S.D.
One year high school:							
Total group	35	150.2	12.6	147.9	10.7	32.7	17.3
Delay of one year or more	21	149.7	13.1	146.3	10.3	32.9	20.6
Delay of less than one year	14	151.0	11.7	150.4	10.9	32.3	10.2
Two years high school:							
Total group	282	149.7	9.2	148.1	8.9	34.0	12.8
Delay of one year or more	194	148.1	8.4	146.2	7.5	32.7	11.5
Delay of less than one year	88	154.2	9.8	152.4	9.5	37.4	13.4
Three years high school:							
Total group	111	160.1	10.4	157.7	9.7	45.6	17.5
Delay of one year or more	65	157.8	11.4	155.7	10.1	41.9	16.6
Delay of less than one year	46	164.4	9.2	160.5	8.1	51.0	17.8
Four years high school:							
Total group	27	164.3	8.4	160.9	8.3	51.2	13.5
Delay of one year or more	11	165.1	7.8	161.1	8.3	52.0	18.2
Delay of less than one year	16	163.8	8.8	160.8	8.4	50.6	9.6
Other categories:							
1 semester high school	0	--	--	--	--	--	--
3 semesters high school	8	--	--	--	--	--	--
5 semesters high school	28	152.6	8.6	149.7	9.0	36.0	10.2
7 semesters high school	10	166.2	7.6	162.0	6.1	49.4	14.8
Some college	8	--	--	--	--	--	--
No previous schooling	8	--	--	--	--	--	--

Note: Statistical data were not computed for categories containing fewer than 10 cases.

*All scores are converted.

Table 16

Means, standard deviations, and group sizes of Latin foreign language examinees tested during quarter testing, Autumn 1967, categorized by number of years of high school Latin and length of time since last high school study in Latin (N=400)*

	N	ETS Coop, Form L Latin Reading		ETS Coop, Form L Latin Vocabulary		ETS Coop, Form L Latin Grammar		ETS Coop, Form L Latin Total Score	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
One year high school:									
Total group	9	--	--	--	--	--	--	--	--
Delay of one year or more	7	--	--	--	--	--	--	--	--
Delay of less than one year	2	--	--	--	--	--	--	--	--
Two years high school:									
Total group	248	48.7	7.3	48.3	6.5	46.9	7.6	46.9	7.4
Delay of one year or more	220	48.3	7.3	47.8	6.4	46.4	6.5	46.3	7.0
Delay of less than one year	28	52.6	5.7	51.1	6.7	51.9	7.6	51.7	7.9
Three years high school:									
Total group	79	53.9	9.1	54.1	6.8	52.0	6.4	55.1	8.8
Delay of one year or more	66	53.7	8.5	53.8	7.0	52.0	5.7	54.5	8.3
Delay of less than one year	13	55.2	12.1	55.6	6.1	53.8	7.3	57.9	10.9
Four years high school:									
Total group	50	57.9	9.3	57.6	7.7	55.6	7.5	60.2	9.2
Delay of one year or more	10	58.2	9.7	57.1	8.5	54.0	7.2	59.2	8.4
Delay of less than one year	40	57.9	10.0	57.7	7.1	56.0	7.5	60.4	9.4
Other categories:									
1 semester high school	2	--	--	--	--	--	--	--	--
3 semesters high school	5	--	--	--	--	--	--	--	--
5 semesters high school	4	--	--	--	--	--	--	--	--
7 semesters high school	0	--	--	--	--	--	--	--	--
Some college	2	--	--	--	--	--	--	--	--
No previous schooling	1	--	--	--	--	--	--	--	--

Note: Statistical data were not computed for categories containing fewer than 10 cases.

*All scores are converted.

Table 17

Tentative placement of French examinees (indicated by letter categories) by number of years of high school French and length of delay, quarter testing, Autumn 1967 (N=755)

Reading Comprehension Scores (Converted)

	One Year French					Two Years French				
	Less than one year delay	One year delay or more	128-142	143-152	153-160	161-167	168-171	172-174	175 +	
127-136	- A	-	-	-	-	-	-	-	-	-
137-147	- A	3	-	8	1	-	-	-	-	-
148-157	- B	2	-	3	1	2	-	-	-	-
158-164	- B	-	1	-	2	1	-	-	-	-
165-170	- C	-	-	-	1	-	-	-	-	-
171-173	- C	-	-	-	-	1	-	-	-	-
174 +	- D	-	-	-	-	-	-	-	-	-
	- A	-	-	-	-	-	-	-	-	-
	6	79	9	63	3	4	-	-	-	-
	A	B	B	B	B	C	-	-	-	-
	8	31	14	87	11	25	6	7	2	2
	B	C	B	C	C	C	2	3	-	-
	-	-	2	4	5	6	3	2	-	-
	- B	-	C	C	C	D	1	-	-	-
	- C	-	-	-	1	2	3	-	-	-
	- C	-	-	-	D	1	-	-	-	-
	- C	-	-	-	-	-	-	-	-	-
	- D	-	-	-	-	-	-	-	-	-

Listening Comprehension Scores (Converted)

	Three Years French					Four Years French				
	Less than one year delay	One year delay or more	128-142	143-152	153-160	161-167	168-171	172-174	175 +	
127-136	- A	-	-	-	-	-	-	-	-	-
137-147	- A	1	-	7	-	-	-	-	-	-
148-157	2	3	1	32	6	16	4	17	1	1
158-164	- B	-	-	4	2	10	5	22	5	5
165-170	- C	-	-	-	1	-	3	5	6	1
171-173	- C	-	-	-	-	1	2	-	1	3
174 +	- D	-	-	-	-	-	-	-	-	-
	- A	-	-	-	-	-	-	-	-	-
	1	A	1	2	-	-	-	-	-	-
	A	B	B	B	B	C	-	-	-	-
	-	-	-	-	-	-	-	-	-	-
	- B	-	-	-	-	2	1	4	3	2
	- B	-	-	-	-	4	1	1	4	4
	- B	-	-	-	-	5	2	3	2	7
	- C	-	-	-	-	5	3	4	3	4
	- C	-	-	-	-	5	4	6	4	6
	- C	-	-	-	-	6	4	7	3	4
	- D	-	-	-	-	7	5	2	2	4
	- D	-	-	-	-	8	6	3	2	4
	- D	-	-	-	-	9	7	4	3	5
	- E	-	-	-	-	10	8	5	4	6
	- E	-	-	-	-	11	9	6	5	7
	- F	-	-	-	-	12	10	7	6	8
	- F	-	-	-	-	13	11	8	7	9
	- G	-	-	-	-	14	12	9	8	10

Table 18

Course placement of French examinees by number of years of high school French and length of delay, quarter testing, Autumn 1967 (N=755)

Less than
one year
delay
One year
or more
delay

One Year French										Two Years French									
Tentative Placement Categories																			
A	B	C	D	E	F	G	A	B	C	D	E	F	G						
101	2	102	1	103	103	201	101	4	32	3	102	103	201						
101	6	102	2	103	201	201	101	9	51	12	1	103	201						
101	1	103	1	103	201	202	2	8	50	4	12	1	202						
102	102	103	103	201	201	202	102	102	103	103	103	201	202						
102	3	103	103	201	202	202	2	9	42	12	11	6	202						
103	103	201	1	202	202	222	103	103	201	4	1	2	222						
103	1	201	1	202	222	222	103	201	201	4	2	202	222						
201	201	202	202	222	222	222A	201	201	202	2	202	222	222A						
201	202	202	222	222	222A	222A	201	202	202	202	222	222A	222A						

French Departmental Grammar Scores

Four Years French														
1	-	2	-	-	-	-	-	-	-	-	-	-	-	-
101	101	101	102	102	103	103	103	103	103	103	103	103	103	201
-	-	-	3	-	1	-	2	-	1	-	-	-	-	-
101	101	102	102	102	103	103	103	103	103	103	103	103	103	201
-	-	-	-	-	-	-	-	1	-	-	-	-	-	-
102	102	102	103	103	103	103	103	103	103	103	103	103	103	202
-	-	-	1	-	5	1	4	-	1	5	2	1	-	-
102	102	103	103	103	103	103	103	103	103	103	103	103	103	202
-	-	-	-	3	3	2	3	-	7	1	-	1	-	-
103	103	103	103	103	103	103	103	103	103	103	103	103	103	222
-	-	-	-	1	1	1	4	1	3	2	1	2	1	3
103	103	103	103	103	103	103	103	103	103	103	103	103	103	222
-	-	-	-	-	-	-	4	-	3	-	3	3	3	-
201	201	201	201	202	202	202	202	202	202	202	202	202	202	222A
-	-	-	-	-	-	-	-	-	1	3	4	3	1	1
201	201	202	202	202	202	202	202	202	202	202	202	202	202	222A
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
201	201	202	202	202	202	202	202	202	202	202	202	202	202	222A
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
201	201	202	202	202	202	202	202	202	202	202	202	202	202	222A

Three Years French														
-	-	1	3	2	1	-	3	-	1	-	-	-	-	-
101	101	101	102	102	102	102	102	103	103	103	103	103	103	201
-	-	1	12	-	6	1	-	-	-	-	-	-	-	-
101	102	102	102	102	103	103	103	103	103	103	103	103	103	201
-	-	-	14	3	14	1	3	-	-	-	-	-	-	-
102	102	102	103	103	103	103	103	103	103	103	103	103	103	202
-	1	1	17	4	20	3	11	3	3	-	-	-	1	1
102	103	103	103	103	103	103	103	103	103	103	103	103	103	202
-	-	-	3	2	6	2	7	2	3	1	-	-	-	1
103	103	103	103	103	103	103	103	103	103	103	103	103	103	222
-	-	-	-	1	2	2	8	1	4	-	-	-	-	-
103	103	103	103	103	103	103	103	103	103	103	103	103	103	222
-	-	-	-	1	2	5	4	2	3	-	1	1	1	-
201	201	201	201	201	201	201	201	201	201	201	201	201	201	222A
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
201	201	201	201	201	201	201	201	201	201	201	201	201	201	222A
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
201	201	201	201	201	201	201	201	201	201	201	201	201	201	222A

Table 19

Course placement of Spanish examinees by number of years of high school Spanish and length of delay, quarter testing, Autumn 1967 (N=664)

		Reading Comprehension Scores (Converted)													
		One Year Spanish					Two Years Spanish								
Less than 1 year delay	1 year or more delay	128-138	139-146	147-154	155-161	162-167	168-173	174 +	128-138	139-146	147-154	155-161	162-167	168-173	174 +
		- 101	2 101	3 101	- 102	- 102	- 102	- 102	- 101	7 101	2 101	7 101	- 102	- 102	- 102
123-137		- 101	2 101	7 102	- 102	- 102	- 103	- 103	2 101	22 101	5 102	3 102	8 102	- 103	- 103
138-147		- 101	- 102	1 103	- 103	- 103	- 201	- 201	3 101	4 102	4 103	1 103	11 103	- 103	- 103
148-154		- 102	- 102	- 103	- 201	- 201	- 202	- 202	- 102	3 102	2 103	- 201	9 201	1 201	- 201
155-160		- 102	- 102	- 103	- 201	- 202	- 202	- 202	- 102	- 102	1 103	2 201	6 201	1 202	1 202
161-168		- 102	- 103	- 201	- 201	- 202	- 203	- 203	- 102	- 103	- 201	- 201	1 202	- 203	- 203A
169-175		- 102	- 103	- 201	- 202	- 202	- 203A	- 203A	- 102	- 103	- 201	- 201	- 202	- 203	- 203A
176 +		- 102	- 103	- 201	- 202	- 202	- 203A	- 203A	- 102	- 103	- 201	- 202	- 202	- 203A	- 203A

	Three Years Spanish										Four Years Spanish																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
	- 101	- 101	1 101	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 101	2 101	- 101	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102	- 102

Table 20

Tentative course placement of German examinees by number of years of high school German and length of delay, quarter testing, Autumn 1967 (N=455)

Less than 1
year delay
1 year or
more delay

Reading Comprehension Scores (Converted)

		One Year German					Two Years German									
Less than 1 year or more dele		128-142	143-152	153-160	161-167	168-171	172-176	177 +		128-142	143-152	153-160	161-167	168-171	172-176	177 +
127-136	-	2	-	-	-	-	-	-	-	-	1	5	-	-	-	-
	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101	101
137-140	2	2	1	3	-	-	-	-	2	15	2	27	-	-	-	-
	101	101	102	102	102	102	102	102	101	101	102	102	102	102	102	102
141-146	-	2	4	6	-	-	-	-	4	19	17	32	4	7	-	-
	101	102	102	103	103	103	103	103	101	101	102	103	103	103	103	103
147-155	-	-	2	2	1	-	-	-	1	3	14	42	8	16	4	-
	101	102	102	103	103	103	103	103	101	101	102	103	201	201	201	201
156-161	-	-	-	1	-	-	-	-	-	-	3	1	4	7	3	-
	101	102	102	103	103	103	103	103	101	101	102	103	201	201	201	201
162-169	-	-	-	1	1	-	-	-	-	-	1	3	1	7	2	1
	101	102	102	103	103	103	103	103	101	101	102	103	201	201	201	201
170 +	-	-	-	-	-	-	-	-	-	-	-	1	1	1	2	2
	101	102	102	103	103	103	103	103	101	101	102	103	201	201	201	203A

Listening Comprehension Scores (Converted)

	Three Years German										Four Years German									
127-136	-	1	-	-	101	101	-	-	101	-	-	-	-	101	-	-	-	101	-	
137-140	-	1	-	-	-	102	-	-	-	-	-	-	-	-	-	-	-	-	-	
141-146	1	2	1	6	1	2	-	1	103	103	-	-	-	103	103	-	-	-	-	
147-155	-	-	1	10	5	8	3	2	-	1	-	-	-	3	103	3	-	1	-	
156-161	-	-	2	2	3	2	3	2	2	2	-	-	-	3	1	1	-	-	-	
162-169	-	-	-	1	2	1	4	6	7	6	4	2	1	-	4	1	-	-	-	
170 +	-	-	-	-	-	1	-	-	-	1	4	-	2	203	203	1	-	1	1	
	101	101	102	102	103	103	201	201	202	202	203	203	1	202	203	203	203	203A	203A	

Less than 1
year delay
1 year or
more delay

Table 21

Course placement of German examinees by number of years of high school German and length of delay,
quarter testing, Autumn 1967 (N=388)

Tentative Placement Categories

		One Year German					Two Years German				
		102	103	201	202	203A	102	103	201	202	203A
<u>Grammar Test Results</u>	High	- 1	- 2			- 1	6 5	1 -	5 2		1 2
	Low	102	103			203A	102	103	201		203A
<u>Grammar Test Results</u>	High	8 9	4 1			1 -	31 97	31 17	11		- -
	Low	101	102			103	101	102	103		201

		Three Years German					Four Years German				
		102	103	201	202	203A	102	103	201	202	203A
<u>Grammar Test Results</u>	High	1 4	3 1	4 4	- 3	3 1 2	2 -	1 -	2 1 1	1 -	- 1
	Low	102	103	201	202	203A	102	103	201	202	203A
<u>Grammar Test Results</u>	High	4 18	8 11	9 7	6 10	5 1 - 1	- -	5 4	1 2 1 2	1 - 2	- -
	Low	101	102	103	201	202	101	102	103	201	202

High and low converted grammar scores for each tentative placement are shown below:

	101	102	103	201	202	203	203A
High		54+	59+	63+	75+	84+	87+
Low		0-53	0-58	0-62	0-74	0-83	0-86

Table 22

Percentages of French examinees initially assigned to each course level by number of years of high school French and length of delay, Autumn Quarter 1967 (N=1085)*

<u>One Year French</u>			<u>Two Years French</u>		
Less than one year delay	More than one year delay		Less than one year delay	More than one year delay	
101	--	13.0%	101	4.7%	24.6%
102	9.1%	52.2	102	27.1	43.0
103	18.2	13.0	103	37.2	24.3
201	63.6	17.4	201	17.8	5.4
202	9.1	--	202	7.0	1.9
222	--	4.3	222	4.7	--
222A	--	--	222A	1.6	0.8
N	11	23	N	129	370
<u>Three Years French</u>			<u>Four Years French</u>		
Less than one year delay	More than one year delay		Less than one year delay	More than one year delay	
101	1.1%	1.0%	101	1.7%	--
102	5.6	21.7	102	0.6	8.9%
103	18.9	36.9	103	5.0	22.8
201	25.6	20.2	201	13.3	25.3
202	25.6	11.3	202	20.6	17.7
222	14.4	4.4	222	18.9	16.5
222A	8.9	3.4	222A	40.0	8.9
N	90	203	N	180	79

A Eligible to apply for proficiency requirement.

*These data include students tested in the spring as well as those tested during -quarter testing.

Table 23

Percentages of Spanish examinees initially assigned to each course level by number of years of high school Spanish and length of delay, Autumn Quarter 1967 (N=911)*

<u>One Year Spanish</u>		
Less than one year delay	More than one year delay	
101 25.0%	19.2%	
102 50.0	57.7	
103 12.5	11.5	
201 --	3.8	
202 --	--	
203 --	--	
203A 12.5	7.7	
N 8	26	

<u>Two Years Spanish</u>		
Less than one year delay	More than one year delay	
101 4.5%	17.8%	
102 44.3	56.3	
103 28.4	19.1	
201 12.5	5.2	
202 6.8	0.5	
203 --	--	
203A 3.4	1.1	
N 88	366	

<u>Three Years Spanish</u>		
Less than one year delay	More than one year delay	
101 3.9%	1.9%	
102 13.7	24.5	
103 23.5	31.4	
201 21.6	20.1	
202 15.7	11.9	
203 --	0.6	
203A 21.6	9.4	
N 51	159	

<u>Four Years Spanish</u>		
Less than one year delay	More than one year delay	
101 --	7.5%	
102 2.1%	11.9	
103 6.2	10.4	
201 13.7	10.4	
202 24.0	23.9	
203 2.7	11.9	
203A 51.4	23.9	
N 146	67	

A Eligible to apply for proficiency requirement.

*These data include students tested in the spring as well as those tested during quarter testing.

Table 24

Percentages of German examinees initially assigned to each course level by number of years of high school German and length of delay, Autumn Quarter 1967 (N=643)*

<u>One Year German</u>		
Less than one year delay	More than one year delay	
101 62.5%	77.3%	
102 20.8	9.1	
103 4.2	9.1	
203A 12.5	4.5	
N 24	22	

<u>Two Years German</u>		
Less than one year delay	More than one year delay	
101 43.0%	73.6%	
102 24.6	18.8	
103 19.7	5.8	
201 11.3	1.0	
203A 1.4	1.0	
N 142	208	

<u>Three Years German</u>		
Less than one year delay	More than one year delay	
101 10.2%	35.3%	
102 24.5	23.5	
103 21.4	11.8	
201 19.4	17.6	
202 10.2	4.7	
203 10.2	5.9	
203A 4.1	1.2	
N 98	85	

<u>Four Years German</u>		
Less than one year delay	More than one year delay	
101 2.2%	5.6%	
102 21.7	50.0	
103 21.7	11.1	
201 15.2	22.2	
202 23.9	5.6	
203 10.9	--	
203A 4.3	5.6	
N 46	18	

A Eligible to apply for proficiency requirement.

*These data include students tested in the spring as well as those tested during quarter testing.

Table 25

Course placement of Latin examinees tested during quarter testing, Autumn 1967 (N=397)

ETS Coop, Form I Total Score	High School Preparation	Placement	N	%
76+	Non-Applicable	Exempt	4	1.0
	Less than 4 semesters	Begin with Latin 101 or consult Classics Dept.	0	--
69-75	4-6 Semesters	Latin 202 and 207 (Winter) Latin 203 and 208 (Spring)	7	1.8
	7-8 Semesters	Latin 203 (Spring)	7	1.8
58-68	Less than 4 semesters	Begin with Latin 101 or consult Classics Dept.	0	--
	4-6 Semesters	Latin 201 and 206 (Autumn) Latin 202 and 207 (Winter) Latin 203 and 208 (Spring)	38	9.6
	7-8 Semesters	Latin 202 and 207 (Winter) Latin 203 and 208 (Spring)	17	4.3
	Less than 4 semesters	Begin with Latin 101 or consult Classics Dept.	16	4.0
Below 58	4-8 Semesters	Latin 201 and 206 (Autumn) Latin 202 and 207 (Winter) Latin 203 and 208 (Spring)	308	77.6